

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

## Year 9 Overview 2023-24 – Subject

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (11-12 Lessons) (38 Days)										
Tues 5-Sep	A	1	<p><u>Overview of Unit/No. lessons</u> <b>Unit 9.1 a) Python Functions (5 ½ weeks, 7 lessons)</b> Learning to program is a core component of a computer science course. Students should be competent at designing, reading, writing and debugging programs. They must be able to apply their skills to solve real problems and produce readable, robust programs.</p>	<p><b>Foundational Concepts</b></p> <ul style="list-style-type: none"><li>Lessons 1 – 2 Flowcharts and development of algorithms.</li><li>3 – 4 Text adventure games history and design Function creation</li><li>5 -7 Development of final flowchart and pseudo code.</li></ul> <p><b>GCSE Computer Science Links,</b></p> <ul style="list-style-type: none"><li>1.1 Decomposition and Abstraction 1.2 Algorithms 1.3 Truth Tables 6.1 Develop Code 6.2 Constructs 6.3 Data Types and Structures 6.4 Input Output 6.5 Operators 6.6 Subprograms</li></ul> <p><b>Tier 2/3 Vocabulary</b> Functions, Variables, Integer, String, Boolean, Logic,</p> <p><b>Links to history, culture, vocabulary:</b> variable (n.) "quantity that can vary in value," 1816, from variable (adj.) in mathematical sense of "quantitatively indeterminate" (1710). Related: Variably; variability. integer (n.) "a whole number" (as opposed to a fraction), 1570s, from Latin integer (adj.) "intact, whole, complete," figuratively, "untainted, upright," literally "untouched," from in-"not" (see in- (1)) + root of tangere "to touch," from PIE root *tag- "to touch, handle," from PIE root *tag- "to touch, handle." The word was used earlier in English as an adjective in the Latin sense, "whole, entire" (c. 1500). Boolean (adj.) in reference to abstract algebraic systems, 1851, Boolian, so called for George Boole (1815-1864), English mathematician. The surname is a variant of Bull.</p> <p><b>Careers links</b> Big data engineer, “Growth hacker”, Applications architect, Web developer, Database administrator, Computer hardware engineer, Computer software engineer, Data security analyst.</p> <p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>15/09-17/09 Rosh Hashanah</i> <i>23/9 International day of sign languages</i> <i>2/10-8/10 Dyslexia awareness week</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i></p> <p><b>Assessment</b> Be able to follow and write algorithms (flowcharts, program code) that use sequence, selection, repetition (count-controlled, condition-controlled) and input, processing and output to solve problems.</p>						
11-Sep	B	2	<p><u>Lesson Sequence of Content:</u> Lessons 1 – 2 Flowcharts and development of algorithms. Create text adventure storyline using flowcharts. 3 – 4 Text adventure games history and design Function creation using Python and following flowchart storyline. 5 -7 Development of final flowchart and pseudo code. Peer feedback given to make changes before submission.</p>							
18-Sep*	A	3	<p><u>Unit Learning Outcomes:</u> <b>GW:</b> Create a sequence of events shown in a flowchart and developed using given start code.</p>							
25-Sep	B	4	<p><b>BI:</b> Developed flowchart and design to include data being passed in and out of functions. Functions are developed beyond base code to include elements such as iteration.</p>							
2-Oct	A	5	<p><b>EW:</b> Developed program using data elements such as lists, these are iterated through. Data is passed in functions and design is developed to be efficient and creative.</p>							
9-Oct	B	6	<table><tr><th>Prior (Y8)</th><th>Current (Y9)</th><th>Next (Y10)</th></tr><tr><td>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</td><td>use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</td><td>develop and apply their analytic, problem-solving, design, and computational thinking skills</td></tr></table>		Prior (Y8)	Current (Y9)	Next (Y10)	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions	develop and apply their analytic, problem-solving, design, and computational thinking skills
Prior (Y8)	Current (Y9)	Next (Y10)								
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions	develop and apply their analytic, problem-solving, design, and computational thinking skills								
16-Oct	A	7								
23-Oct	B	8								

Half-Term			7 weeks (10-11 lessons) (34 Days)								
6-Nov	A	9	<div>Overview of Unit/No. lessons</div> <div>Unit 9.1 b) Film Studies (5 ½ weeks, 7 lessons)</div> <div>Students complete a textual analysis of a given text after studying a range of examples of film. Cultural and Ethnical elements of the course can be taught through a wide variety of examples from different countries, genders and ethnicities.</div>								
13-Nov	B	10	<div>Lesson Sequence of Content:</div> <div>Lessons 1 – 2 Exploration of Demographics and psychographics. Look at different movie posters and answer questions related to target audience, genre, layout design of poster.</div> <div>3 – 4 The Camera, Editing</div> <div>5 Mise-En-Scene.</div> <div>6 – 7 Application of theory applied into making their own movie poster for a specific demographics.</div>								
20-Nov	A	11	<div>Unit Learning Outcomes:</div> <div>GW: Describe how genre, narrative and representation are used to engage audiences, with reference to relevant examples of media products.</div> <div>BI: Discuss the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences, with reference to appropriate examples of media products</div> <div>EW: Analyse the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products.</div>								
27-Nov	B	12									
4-Dec	A	13	<table><tr><th>Prior</th><th>Current</th><th>Next</th></tr><tr><td>Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td>Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</td><td>KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology</td></tr></table>			Prior	Current	Next	Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology
Prior	Current	Next									
Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology									
11-Dec	B	14									
18-Dec	A	15									
			<div>Foundational Concepts</div> <div><ul style="list-style-type: none"><li>Lessons 1 – 2 Exploration of Demographics and psychographics.</li><li>3 – 4 The Camera, Editing</li><li>5 Mise-En-Scene.</li><li>6 – 7 Application of theory</li></ul></div> <div>BTEC Media Links<ul style="list-style-type: none"><li>A1 Media products, audiences and purpose A1 Practical skills and techniques B1 Genre, narrative, representation and audience interpretation B2 Media production techniques</li></ul></div> <div>Tier 2/3 Vocabulary</div> <div>Genre , Mise en scene, demographics, psychographic. Protagonist , antagonist,</div> <div>Links to history, culture, vocabulary:</div> <div>Antagonist (n.)"one who contends with another," 1590s, from French antagoniste (16c.) or directly from Late Latin antagonista, from Greek antagonistes "competitor, opponent, rival," agent noun from antagonizesthai "to struggle against, oppose, be a rival," from anti "against" (see anti-) + agonizesthai "to contend for a prize," from agon "a struggle, a contest" (see agony). Originally in battle or sport, extended 1620s to any sphere of human activity. protagonist (n.) 1670s, "principal character in a story, drama, etc.," from Greek prōtagōnistēs "actor who plays the chief or first part," from prōtos "first" (from PIE root *per- (1) "forward," hence "in front of, first, chief") + agōnistēs "actor, competitor," from agōn "contest" (from PIE root *ag- "to drive, draw out or forth, move"). Meaning "leading person in any cause or contest" is from 1889. Mistaken sense of "advocate, supporter" (1935) is from misreading of Greek prōtos as Latin pro-"for."</div> <div>Compare antagonist. Deuteragonist "second person or actor in a drama" is from 1840.</div> <div>Careers links</div> <div>Journalist, People / information analyst , Critic, Blogger, Vlogger, Any careers involving Office software.</div> <div>Equality Diversity and Inclusion (EDI) links?</div> <div>12/11 Diwali</div> <div>12/11 Remembrance Sunday</div> <div>13/11-19/11 Transgender awareness week</div> <div>14/11 World Diabetes Day</div> <div>1/12 World AIDS day</div> <div>3/12-24-12 Advent</div> <div>25/12 Christmas Day</div> <div>Hannukah 18/12-26/12</div> <div>Assessment</div> <div>Evidence must fully meet the requirements of the assessment criteria and could include:</div> <div>a written document, blog or a presentation (with speaker notes), assessing the primary and secondary target audience for each product, the purpose of each product and the relationship between product, audience and purpose.</div>								

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Christmas Holiday			6 weeks (8-9 lessons) (30 Days)								
8-Jan	B	16	<div>Overview of Unit/No. lessons</div> <div>Unit 9.1 c) GUI Development (5 ½ weeks, 7 lessons)</div> <p>Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.</p> <div>Lesson Sequence of Content:</div> <p>Lessons 1 – 2 Types of User interfaces. Looking at different examples of UIs and how they work.</p> <p>3- 4 Audience, accessibility and needs specific for certain users</p> <p>5 Design Principles</p> <p>6 – 7 Design, Development and Evaluation of their own UI</p> <div>Unit Learning Outcomes:</div> <p>GW: Develop and refine an appropriate user interface, using feedback to make some changes.</p> <p>BI: Develop and refine an effective user interface that shows most features and analyse the strengths and weaknesses of their user interface and project plan, discussing decisions made.</p> <p>EW: Develop and refine an effective user interface that shows all features and assess the strengths and weaknesses of their user interface and project plan, justifying decisions made.</p> <table><tr><th>Prior</th><th>Current</th><th>Next</th></tr><tr><td>Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td>Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications , preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</td><td>KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology</td></tr></table>			Prior	Current	Next	Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications , preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology
Prior	Current	Next									
Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications , preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology									
15-Jan	A	ST1									
22-Jan	B	ST1									
29-Jan	A	19									
5-Feb	B	20									
12-Feb	A	21									
			<div>Foundational Concepts</div> <ul style="list-style-type: none"><li>Lessons 1 – 2 Types of User interfaces.</li><li>3- 4 Audience, accessibility and needs</li><li>5 Design Principles</li><li>6 – 7 Design, Development and Evaluation</li></ul> <div>BTEC DIT Links</div> <ul style="list-style-type: none"><li>A: Investigate user interface design for individuals and organisations B: Use project planning techniques to plan and design a user interface C: Develop and review a user interface</li></ul> <div>Tier 2/3 Vocabulary</div> <p>interface, device, application, embedded, system, text, form, menu, graphical, sensor, speech, performance, operating.</p> <div>Links to history, culture, vocabulary:</div> <p>The history of user interfaces can be divided into the following phases according to the dominant type of user interface: 1945–1968: Batch interface; 1969–present: Command-line user interface; 1968–present: Graphical User Interface.</p> <p>Over 3 billion people have access to the internet. This positive trend in global connectivity means that it’s becoming increasingly common for companies to design global web experiences. To do so effectively though, UX designers need to go beyond designing for seamless use and accessibility; they need to create a cross-cultural user experience.</p> <p>Interface - noun</p> <p>a connection between two pieces of electronic equipment, or between a person and a computer:</p> <p>a situation, way, or place where two things come together and affect each other.</p> <div>Equality Diversity and Inclusion (EDI) links?</div> <p>25/1 Burns night</p> <p>27/1 Holocaust memorial day</p> <p>LGBT+ history month</p> <p>1/2 World Hijab day</p> <p>6/2-12/2 Children's mental health week.</p> <p>7/2 Safer internet day</p> <p>10/2 Chinese New Year</p> <div>Assessment</div> <p>A comprehensive document with annotated screen prints that clearly demonstrate all features, how the user can input data and navigates and how the user interface will respond with outputs.</p>								

Half-Term			5 weeks (?? lessons) (24 Days)								
26-Feb	B	22	<div><u>Overview of Unit/No. lessons</u> <b>Unit 9.2) My Life Spreadsheet (12 weeks, 18 lessons)</b> Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.</div> <div><u>Lesson Sequence of Content:</u> Lesson 1 Research – what job they would want in the future, a place to live nearby, managing graduate salary to cover the cost of living and more. 2 - 4 Development of Spreadsheet Summary 1 – Work through spreadsheet and use formulas to help with calculations. 5 Taxes and Insurances – Work through spreadsheet and use formulas to help with calculations. 6-7 Development of dashboard and graphs, report and presentation. – Using bar/pie charts and formatting the data within to spreadsheet to make it presentable.</div> <div><u>Unit Learning Outcomes:</u> <b>GW:</b> Select and use methods to carry out some manipulation of data, which is largely accurate.  <b>BI:</b> Select and use relevant methods to effectively and accurately manipulate data and produce an effective dashboard that clearly summarises data.  <b>EW:</b> Select and use relevant methods to effectively and accurately manipulate data and produce a fully efficient and comprehensive dashboard.</div> <table><thead><tr><th>Prior</th><th>Current</th><th>Next</th></tr></thead><tbody><tr><td>Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td>Year 9 KS3 NC – design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</td><td>KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology</td></tr></tbody></table>			Prior	Current	Next	Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology
Prior	Current	Next									
Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology									
4-Mar	A	23									
11-Mar	B	24									
18-Mar	A	25									
25-Mar*	B	26									
			<div><b>Foundational Concepts</b><ul style="list-style-type: none"><li>Lesson 1 Research</li><li>2 - 4 Development of Spreadsheet Summary 1</li><li>5 Taxes and Insurances</li><li>6-7 Development of dashboard and graphs, report and presentation.</li></ul></div> <div><b>BTEC DIT Links</b> A: Investigate the role and impact of using data on individuals and organisations. B: Create a dashboard using data manipulation tools C: Draw conclusions and review data presentation methods</div> <div><b>Tier 2/3 Vocabulary</b> data, summaries, totals, counts, percentages, breakdowns, allocation, form, controls, charts/graphs, dynamic, ‘pivot table’, ‘conditional formatting’ range, font, borders, shading, axis, labels, titles.</div> <div><b>Links to history, culture, vocabulary:</b> Analysis refers to breaking a whole into its separate components for individual examination. Data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. Data is collected and analysed to answer questions, test hypotheses or disprove theories. Statistician John Tukey defined data analysis in 1961 as: "Procedures for analysing data, techniques for interpreting the results of such procedures, ways of planning the gathering of data to make its analysis easier, more precise or more accurate, and all the machinery and results of (mathematical) statistics which apply to analysing data."</div> <div><b>Careers links</b> IT Systems Analyst, Healthcare Data Analyst, Operations Analyst, Data Scientist, Data Engineer, Quantitative Analyst, Data Analytics Consultant, Digital Marketing Manager, Project Manager, Transportation Logistics Specialist.</div> <div><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i></div> <div><b>Assessment</b> A functional spreadsheet containing:<ul style="list-style-type: none"><li>completed dashboard</li><li>formatted table</li><li>reusable formulae.</li></ul></div>								

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Easter Holiday			6 weeks (?? lessons) (29 Days)							
15-Apr	A	27	<p><u>Overview of Unit/No. lessons</u> <b>Unit 9.3) Film Trailer (12 weeks, 18 lessons)</b> Students should develop ideas created in 9.1 a) to develop their own film trailer. Working as part of small groups students should be encouraged to plan productions with an audience and genre in mind. Students should have the opportunity to develop skills with After Effects and Adobe Premier to create their own individual directors cuts of the films.</p> <p><u>Lesson Sequence of Content:</u> Lessons 1 – 3 Scripting – Using write duet to help create script for their filming piece. Show them the skills needed to use writer duet. 4 -6 Storyboarding – Turn script into a storyboard, drawing images of what will happen in the scene along with camera shots used. 7 – 11 Production – Get footage for their film trailer. 12 – 16 Postproduction techniques – Use Adobe Premier Pro to create film trailer. 17 - 18 – Evaluation and screenings – Peer feedback of work and make necessary adjustments before viewing.</p> <p><u>Unit Learning Outcomes:</u> <b>GW:</b> Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work.  <b>BI:</b> Demonstrate effective development of media production skills and techniques through focused experimental practical work  <b>EW:</b> Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.</p> <table><tr><th>Prior</th><th>Current</th><th>Next</th></tr><tr><td>KS2 NC - use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour</td><td>KS3 NC – create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthines s, design and usability</td><td>KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology</td></tr></table>	Prior	Current	Next	KS2 NC - use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour	KS3 NC – create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthines s, design and usability	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology	<p><b>Foundational Concepts</b></p> <ul style="list-style-type: none"><li>Lessons 1 – 3 Scripting</li><li>4 -6 Storyboarding</li><li>7 – 11 Production</li><li>12 – 16 Post production techniques</li><li>17 - 18 – Evaluation and screenings</li></ul> <p><b>BTEC Media Links</b></p> <ul style="list-style-type: none"><li>B1 Pre-production processes and practices B2 Production processes and practices B3 Post-production processes and practices C: Review own progress and development of skills and practices</li><li>C1 Review of progress and development</li></ul> <p><b>Tier 2/3 Vocabulary</b> genre, narrative, representation, audience, planning, script, storyboard, shot types, camera movement, editing, audio</p> <p><b>Links to history, culture, vocabulary:</b> The earliest films were simply one static shot that showed an event or action with no editing or other cinematic techniques. Around the turn of the 20th century, films started stringing several scenes together to tell a story. The scenes were later broken up into multiple shots photographed from different distances and angles. Other techniques such as camera movement were developed as effective ways to tell a story with film. "Film theory" seeks to develop concise and systematic concepts that apply to the study of film as art. The concept of film as an art-form began in 1911 with Ricciotto Canudo's The Birth of the Sixth Art. Formalist film theory, led by Rudolf Arnheim, Béla Balázs, and Siegfried Kracauer, emphasized how film differed from reality and thus could be considered a valid fine art. André Bazin reacted against this theory by arguing that film's artistic essence lay in its ability to mechanically reproduce reality, not in its differences from reality, and this gave rise to realist theory.</p> <p><b>Careers links</b> Production careers (Art, Design, Direction, Animation), Broadcast and Journalism, Graphical and Game design. Technical operators, editing, camera, Journalist, People / information analyst, Critic, Blogger, Vlogger, Any careers involving Office software.</p> <p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></p> <p><b>Assessment</b> Development of storyboards and scripting materials. Completed 'directors cut'</p>
Prior	Current	Next								
KS2 NC - use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour	KS3 NC – create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthines s, design and usability	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology								
22-Apr	B	28								
29-Apr	A	29								
6-May*	B	30								
13-May	A	31								
20-May	B	32								

Half-Term			7 weeks (?? lessons) (35 Days)								
3-Jun	A	ST2	<p><u>Overview of Unit/No. lessons</u> <b>Unit 9.4) Animation (12 weeks, 18 lessons)</b> Learners will develop a coherent animation product using suitable software and incorporate the rotoscoping animation technique.</p> <p><u>Lesson Sequence of Content:</u> Lessons 1 Introduction – Theory about rotoscoping and animation, how it has been used over the years. 2 -4 use of the pen tool – Practice using the tools within Adobe Animate with a still image so they can get use to how to rotoscope. 5 – 10 understanding layers – Show the use of layers to add detail to drawings. When confident enough with still images, pupils will capture a recording of themselves doing a 2-3 second movement which can then be rotoscoped. 11 – 16 frames &amp; key frames – Show use of frames within their recording and how to rotoscope each frame. 17 - 18 – Peer &amp; Self Evaluation</p> <p><u>Unit Learning Outcomes:</u></p> <p><b>GW:</b> Examine how graphics are used within the media industry.</p> <p><b>BI:</b> Identify the difference between the two types of graphics.</p> <p><b>EW:</b> Develop and refine an effective animation project, justifying decisions made.</p> <table><tr><th>Prior</th><th>Current</th><th>Next</th></tr><tr><td>Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td><td>Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</td><td>KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology</td></tr></table>			Prior	Current	Next	Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology
Prior	Current	Next									
Year 6 KS2 NC – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Year 9 KS3 NC – undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	KS4 NC – develop their capability, creativity and knowledge in computer science, digital media and information technology									
10-Jun	B	ST2									
17-Jun	A	35									
24-Jun	B	36									
1-Jul	A	37									
8-Jul	B	38									
15-Jul	A	39									
			<p><b>Foundational Concepts</b></p> <ul style="list-style-type: none"><li>Lessons 1 Introduction</li><li>4 -6 use of the pen tool</li><li>7 – 11 understanding layers</li><li>12 – 16 frames &amp; key frames</li><li>17 - 18 – Peer &amp; Self Evaluation</li></ul> <p><b>BTEC Media Links</b></p> <ul style="list-style-type: none"><li>B1 Pre-production processes and practices B2 Production processes and practices B3 Post-production processes and practices C: Review own progress and development of skills and practices</li><li>C1 Review of progress and development</li></ul> <p><b>Tier 2/3 Vocabulary</b> bitmap, vector, animation, rotoscoping, layers, pen tool, fill tool, frames, key frames</p> <p><b>Links to history, culture, vocabulary:</b> Rotoscoping is an animation technique that animators use to trace over motion picture footage, frame by frame, to produce realistic action. Originally, animators projected photographed live-action movie images onto a glass panel and traced over the image. This projection equipment is referred to as a roscope, developed by Polish-American animator Max Fleischer. This device was eventually replaced by computers, but the process is still called rotoscoping. Rotoscoping has often been used as a tool for visual effects in live-action movies. By tracing an object, the moviemaker creates a silhouette (called a matte) that can be used to extract that object from a scene for use on a different background. While blue- and green-screen techniques have made the process of layering subjects in scenes easier, rotoscoping still plays a large role in the production of visual effects imagery. Rotoscoping in the digital domain is often aided by motion-tracking and onion-skinning software. Rotoscoping is often used in the preparation of garbage mattes for other matte-pulling processes.</p> <p><b>Careers links</b> Production careers (Art, Design, Direction, Animation), Broadcast and Journalism, Graphical and Game design. Technical operators, editing, camera, Journalist, People / information analyst, Critic, Blogger, Vlogger, Any careers involving Office software.</p> <p><b>Equality Diversity and Inclusion (EDI) links?</b> <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i></p> <p><b>Assessment</b> Completed product using animation in either still or moving images format. Completed peer feedback form and self-evaluation blog</p>								
(Total: 190 Days)											

\* Bank Holidays



Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Overview of Year 9	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 9, students will have learned
<b>GW:</b> (E.g. Grade 1)	Describe how genre, narrative and representation are used to engage audiences, with reference to relevant examples of media products. Develop and refine an appropriate user interface, using feedback to make some changes. Create a sequence of events shown in a flowchart and developed using given start code. Select and use methods to carry out some manipulation of data, which is largely accurate. Demonstrate appropriate development of media production skills and techniques through relevant experimental practical work.
<b>BI:</b> (E.g. Grades 2-3M)	Discuss the relationship between genre, narrative, representation and how production techniques are used to create meaning and engage audiences, with reference to appropriate examples of media products. Develop and refine an effective user interface that shows most features and analyse the strengths and weaknesses of their user interface and project plan, discussing decisions made. Developed flowchart and design to include data being passed in and out of functions. Functions are developed beyond base code to include elements such as iteration. Select and use relevant methods to effectively and accurately manipulate data and produce an effective dashboard that clearly summarises data. Demonstrate effective development of media production skills and techniques through focused experimental practical work
<b>EW:</b> (E.g. Grades 3U-4L)	Analyse the relationship between genre, narrative, representation and how production techniques are used to effectively create meaning and engage selected audiences, with reference to considered examples of media products. Develop and refine an effective user interface that shows all features and assess the strengths and weaknesses of their user interface and project plan, justifying decisions made. Developed program using data elements such as lists, these are iterated through. Data is passed in functions and design is developed to be efficient and creative. Select and use relevant methods to effectively and accurately manipulate data and produce a fully efficient and comprehensive dashboard. Demonstrate comprehensive development of media production skills and techniques through creative experimental practical work.

### Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)